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ABSTRACT

A study was conducted to determine whether or not superintendents and secondary school principals in the State of Washington understand and support vocational education. A three part questionnaire was developed from existing instruments to ascertain understanding and attitudes of school administrators as well as knowledge of select characteristics. The survey instrument was mailed to all 257 superintendents and to 200 principals who were randomly selected from a population of 343 persons. A response rate of 80.5% (73% for principals and 84% for superintendents) was achieved. Major conclusions revealed that (1) Most secondary principals and superintendents (93.4%) do not have a broad understanding of vocational education and that 87.6% cannot even differentiate vocational education from career education, (2) most administrators (89.8%) do not have a favorable attitude toward vocational education nor are they in favor of expanding vocational education with present funding, (3) administrators who can differentiate vocational education from career education are more supportive of vocational education than are principals and superintendents who cannot make this distinction, and (4) administrators in general do not differ in any appreciable way on the selected social variables (parenthood, type of school district, sex, age, and others) from administrators who are in favor of expanding vocational education if available funds remain the same. Seven specific recommendations are presented to local and State vocational education agencies and groups for increasing understanding and support for vocational education. (HD)

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FINAL REPORT

PROJECT NO.76-ATT(278)NP

Attitudes of Secondary School Principals and Superintendents in the State of Washington Toward Vocational Education

Research Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Research Coordinating Unit of the Washington State Commission for Vocational Education. Contractors undertaking such projects under the Commission for Vocational Education sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Commission for Vocational Education position or policy.

October 15, 1976

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SUMMARY OF THE REPORT

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TITLE: Attitudes of Secondary School Principals and Superintendents in the State of Washington Toward Vocational Education

INSTITUTION: Renton School District No. 403
Renton Vocational Technical Institute

PROJECT DURATION: May 27, 1976 to October 15, 1976

PURPOSE

This study was conducted to determine whether or not superintendents and secondary school principals in Washington State understand and support vocational education. This knowledge is considered basic to the efforts of local vocational directors to develop and to implement vocational training programs.

PROCEDURES

A three part questionnaire was developed from existing instruments to ascertain understanding and attitudes of school administrators as well as knowledge of select characteristics. This survey instrument was mailed to all 257 superintendents and to 200 principals who were randomly selected from a population of 343 persons. As a result of the original mailout and two written follow-up letters, a response rate of 80.5 percent, 73 percent for principals and 84 percent for superintendents, was achieved.

RESULTS

Analysis of Part A of the questionnaires revealed that only 6.2 percent of principals and 6.9 percent of superintendents demonstrated an understanding of vocational education. While only 24 or 6.6 percent of the 362 responding administrators understand vocational education, 12.4 percent can differentiate vocational education from career education.

Results on Part B indicated that only 10.2 percent of the respondents, 11.6 percent of principals and 9.3 percent of superintendents demonstrated a favorable attitude toward vocational education. However, on the two

most significant questions, which are concerned with expanding vocational programs, 39.7 percent of the principals and 32.9 percent of the superintendents or 35.6 percent of all administrators responded favorably.

Responses on Part C revealed no real difference in select characteristics between administrators in general and principals and superintendents who are in favor of expanding vocational education with present funding and who believe that a larger portion of the high school curriculum than at present should be devoted to vocational education.

CONCLUSIONS

Most secondary principals and superintendents (93.4 percent) do not have a broad understanding of vocational education as defined in federal legislation and as contained in the Washington State Plan for Vocational Education. In fact 87.6 percent cannot even differentiate vocational education from career education.

Most administrators (89.8 percent) do not have a generally favorable attitude toward vocational education. In fact 38.4 percent can be said to have a very unfavorable attitude toward vocational education.

Most administrators (64.4 percent) are not in favor of expanding vocational education with present funding and do not believe that a larger portion of the high school curriculum than at present should be devoted to vocational education.

Administrators who are at least able to differentiate vocational education from career education are more supportive of vocational education than are principals and superintendents who cannot make this distinction.

Administrators in general do not differ in any appreciable way on the selected social variables from administrators who are in favor of expanding vocational education if available funds remain the same and who believe that a larger portion of the high school curriculum than at present should be devoted to vocational education.

Principals and superintendents do not differ appreciably in their understanding of and attitude toward vocational education.

RECOMMENDATIONS

To increase understanding of and support for vocational education among secondary principals and district superintendents, seven specific recommendations were made to appropriate local and state vocational education agencies and groups.

ATTITUDES OF SECONDARY SCHOOL PRINCIPALS AND SUPERINTENDENTS IN THE STATE OF WASHINGTON TOWARD VOCATIONAL EDUCATION

PROBLEM

Approximately eighty (80) percent of the nation's productive work force is employed in occupations for which a baccalaureate or higher degree is not an entry-level requirement. Numerous job opportunities continue to exist due to replacement and expansion needs.

Historically, however, public secondary education has generally failed to recognize the realities of this job market and has acted as if virtually all persons were either to be employed as professionals or managers or as if job preparation were almost exclusively the concern of post-secondary institutions. Increasingly, students, management, and labor demand that public secondary schools equip students with the knowledge and skill necessary for them to directly enter the labor force after leaving high school or at least to be able to continue their training through community colleges, vocational-technical institutes, apprenticeship programs, proprietary schools, and other agencies.

Building principals, central office administrators, and school boards need to be willing to meet the desires and needs of students, labor, and management by implementing new and expanded vocational offerings. It is believed by many, however, that expanded vocational efforts cannot be dependent upon additional monies, but will have to rely on a redirection of existing resources and on a wiser use of those resources. The fact that student population is no longer increasing means that vocational education can increase its service only if college preparatory and general education efforts diminish. Those who influence school policy and practice including course offerings must then be supportive of vocational education.

There is a need for vocational educators to understand whether or not this favorable climate exists. If so, program development and implementation efforts can proceed. If not, the understanding and attitudes of administrators toward vocational education must first be changed.

PURPOSE

The general failure of vocational education at the secondary level to prepare students to enter the world of work or to continue their occupational training after high school in numbers coincident to labor market demands is ascribed to a number of factors. Foremost among these factors is the charge that school superintendents and secondary school principals are antagonistic or at least indifferent to vocational education. However, it was reported by Gerald Leighbody (1972) in Vocational Education in America's Schools that limited research had been done to verify this reported antagonism and lack of support by the academic decision-makers in the common schools.

This study was conducted to determine whether or not superintendents and secondary school principals in the State of Washington understand and support vocational education. This knowledge of whether or not administrators in the common school system are supportive of vocational education as it exists is basic to the efforts of local vocational directors who are attempting to develop and to implement vocational training programs.

RELATED RESEARCH

Limited research has been conducted relative to the attitudes of administrators toward vocational education. The following is a listing of the recent major studies which are directly related to this project:

Cavnar - "Attitudes of Colorado School Administrators Toward Guidance, Counseling and Vocational Education" (1967)

Divita - "Attitudes Toward Vocational Education in Secondary Schools of West Virginia: School Administrators and Boards of Education Members" (1968)

Gardner - "The Association Between Local School Administrators' Attitudes Toward Vocational Education and Students' Participation in an Area Vocational-Technical School" (Oklahoma-1972)

Karnes - "Emerging Programs of Vocational-Technical Education in the Secondary Schools of Missouri in Relation to Manpower Needs" (1967)

Spengler - "Attitudes of School Board Members Toward Occupational Education" (New York-1969)

Wenrich & Crowley - "Vocational Education as Perceived by Different Segments of the Population" (Michigan-1964)

Woerdehoff and Bentley - "A Study of the Viewpoints Held by School Administrators Regarding Vocational Education in the Secondary Schools" (Indiana-1959)

These studies, in general, found that attitudes of school board members and school administrators toward vocational education were positive.

OBJECTIVES

General

- to determine the understanding and attitude of Washington State secondary school principals and common school superintendents toward vocational education.

Specific

- to determine whether or not secondary school principals and superintendents understand vocational education.

- to determine whether or not school administrators have a favorable attitude toward vocational education.

- to compare administrators' attitudes toward vocational education to their attitudes toward other curricula.

- to understand the relationship, if any, between select administrators' understanding of the term "vocational education" and their attitudes toward vocational education.

- to determine if administrators who understand and support vocational education have the same characteristics as superintendents and secondary principals in general. (Characteristics are comprised of the following: sex, parenthood, type of school district, age, service, non-educational experience, vocational education participation and vocational administrative experience.)

PROCEDURES

To determine the understanding and attitudes of Washington State common school administrators, a survey of secondary school principals and district superintendents was conducted using a three part questionnaire.

Part A of the questionnaire, which is entitled "Understanding of Vocational Education", is comprised of a series of statements with appropriate and inappropriate responses.

In order to check appropriate responses to the questions, one must be familiar with both the theory and practice of vocational education. Understanding is principally based on the definition of vocational education as contained in P.L. 90-576 and as recognized in the Washington State Plan for Vocational Education. This definition is as follows:

> The term 'Vocational Education' shall mean vocational or technical education or retraining which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction incident thereof) under public supervision and control or under contract with the State Board or local education agency and is conducted as a part of a program designed to prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or sub-professionals in recognized occupations and in new and emerging occupations

or to prepare individuals for enrollment in advanced technical education programs, but excluding any programs to prepare individuals for employment in occupations which requires a baccalaureate or higher degree; and such term includes vocational guidance and counseling (individually or through group instruction) in connection with such training or for the purpose of facilitating occupational choice; instruction related to the occupation or occupations for which the students are in training, or instruction necessary for students to benefit from such training including job placement.

Part B of the questionnaire, "Attitude Toward Vocational Education," was adopted from Part B of the instrument used by Spengler in his study, "The Attitudes of School Board Members Toward Occupational Education." Spengler had adapted this portion of his questionnaire from the Image of Vocational Education Scale, developed at the University of Michigan to measure attitudes toward occupational education.

The use of the Spengler instrument permits a comparative analysis of the attitudes of New York State school board members to the attitudes of Washington State administrators toward vocational education.

Part C of the questionnaire is adapted from the Spengler study. This check list is comprised of items relating to sex, parenthood, type of school district, age, education, type and length of educational service, non-educational experience, vocational education participation, and vocational administrative experience.

The questionnaire was mailed to all 257 common school superintendents and to 200 secondary school principals. Principals were randomly selected from among 343 such persons listed by the Office of the State Superintendent of Public Instruction.

The original mailing to participants was comprised of a cover letter, questionnaire, and a self-addressed, stamped envelope. One week later a follow-up card was sent. This card had a dual purpose: to thank them for responding and to remind them to return the completed questionnaire. A second follow-up was mailed two weeks after the first follow-up. This follow-up consisted of a revised cover letter, a copy of the questionnaire, and a self-addressed, stamped envelope. (Survey instruments are contained in the Appendix.)

An 80.5 percent return of completed questionnaires was obtained; therefore, it was not necessary to phone non-respondents as had been planned, if fewer than sixty (60) percent had returned the survey instrument.

Of the 200 principals contacted, 146 or 73 percent responded. Two hundred sixteen or 84 percent of the 257 superintendents responded. Of all questionnaires returned, only six (6) or 1.3 percent were not usable.

After receipt, the questionnaires were coded, tabulated, and analyzed. Results are reported in the next section.

RESULTS

To facilitate understanding, the study results are reported in accordance with each section of the three part questionnaire. Reference is made to specific questions as contained in the questionnaire which is included as Appendix B.

Part A

A correct response to question 1 of Part A requires that the following items be checked: b, c, d, e, f, g, and h. Persons understanding vocational education would not include junior high school (response i) and elementary school (response j). Response a, four year college or university, was not considered in recognition of the confusion that could result due to involvement of select four year colleges in pre-service and in-service training of vocational educators and due to the presence of actual vocational education on some college campuses in certain parts of the country.

A person understanding vocational education would choose response a to question 2. Response b is an accepted definition of career education.

The responses for question 3 are a delineation of the purposes of vocational education; therefore, all responses would be checked by someone knowledgeable of vocational education.

Question 4 could be answered correctly in three ways: (1) checking only d; (2) checking a, b, and c; (3) checking all four responses.

Of the 146 principals responding to Part A, only 9 (6.2 percent) demonstrated an understanding of vocational education. Only 15 (6.9 percent) of the 216 superintendents correctly responded to the questions related to understanding.

Question 2 is the most significant of the four questions in Part A. If understanding of vocational education is based only on this response, then 19 (13 percent) of the principals and 26 (12 percent) of the superintendents demonstrated an understanding of vocational education.

In summary, only 24 (6.6 percent) of the 362 administrators understood vocational education as required by responding correctly to all four questions. It should be noted, however, that 12.4 percent of the administrators were able to correctly respond to the key question, question 2.

Part B

Part B of the questionnaire was comprised of 28 questions. Each question had five possible responses; strongly agree, agree, undecided, disagree, and strongly disagree.

A person favorably disposed toward vocational education would respond with either a strongly agree or agree to fifteen questions: 1, 2, 3, 7, 11, 12, 13, 15, 16, 19, 20, 22, 23, 24, and 26. Crediting responses as 4 for strongly agree and 3 for agree, the range of favorable scores would be from 45 to 60. Responses totaling 30 points or less can be considered as unfavorable to vocational education.

A total of 37 respondents or 10.2 percent of the participants received a score of at least 45 for the fifteen questions. Of the total, 17 principals or 11.6 percent of that group answered either agree or strongly agree to the fifteen questions. Twenty (20) superintendents, or 9.3 percent of that group demonstrated a favorable attitude toward vocational education. One hundred thirty-nine or 38.4 percent can be said to be very unfavorable to vocational education based on having received a score of 30 or less.

Questions 7 and 11 are the most significant of the fifteen questions in that respondents are asked if they would favor expanding vocational education programs even if available funds remained the same and if they believe that a larger portion of the high school curriculum than at present should be devoted to vocational education. One hundred twenty-nine (129) or 35.6 percent of the administrators responded favorably on questions 7 and 11. In this respect, the favorable response was comprised of 58 or 39.7 percent of the principals and 71 or 32.9 percent of the superintendents.

A basic inconsistency in responses exists in the fact that while only 10.2 percent of the respondents received a score of 45 or more on Part B, a much larger group, 129 or 35.6 percent, responded favorably on questions 7 and 11 which require a strong commitment to vocational education. A further inconsistency is found in the fact that only 35 or 27.1 percent of those responding favorably to questions 7 and 11 also responded favorably to the fifteen questions by receiving a score of 45 or more. Further study with the respondents would be required to definitively explain those two inconsistencies.

Forty-five (12.4 percent) of the administrators who understand vocational education as measured by checking response a for question 2 in Part A had higher scores on the attitude section, Part B. Almost 18 percent (17.8 percent) had a score of 45 or above. Nearly half (46.7 percent) answered the key questions, 7 and 11, either strongly agree or agree.

Part C

In order to ascertain if administrators, secondary principals and district superintendents, who responded favorable to the two key questions, 7 and 11, on Part B of the questionnaire had distinquishable characteristics, they were compared to the total respondents. The characteristics included for study were as follows: parenthood, type of school district, age, sex, education, type and length of educational service, non-educational experience, vocational education participation, and vocational administrative experience.

The results of this comparison are displayed in three tables: Table 1 depicts characteristics of principals; Table 2 is devoted to superintendents; and Table 3 is a summary of both administrator groups. In each table, column a contains responses for those persons responding favorably to vocational education on questions 7 and 11 in Part B of the questionnaire. Column b contains responses for all administrators in each group.

An examination of Tables 1, 2, and 3, which are on the following three pages, does not reveal any real differences in characteristics between administrators in general and those who are in favor of expanding vocational education with present funding and who believe that a larger portion of the high school curriculum than at present should be devoted to vocational education.

CONCLUSIONS

Most secondary principals and superintendents (93.4 percent) do not have a broad understanding of vocational education as defined in federal legislation and as contained in the Washington State Plan for Vocational Education. In fact, 87.6 percent cannot even differentiate vocational education from career education.

Most administrators (89.8 percent) do not have a generally favorable attitude toward vocational education. In fact, 38.4 percent can be said to have a very unfavorable attitude toward vocational education.

Most administrators (64.4 percent) are not in favor of expanding vocational education with present funding and do not believe that a larger portion of the high school curriculum than at present should be devoted to vocational education.

Administrators who are at least able to differentiate vocational education from career education are more supportive of vocational education than are principals and superintendents who cannot make this distinction.

Administrators in general do not differ in any appreciable way on the selected social variables from administrators who are in favor of expanding vocational education if available funds remain the same and who believe that a larger portion of the high school curriculum than at present should be devoted to vocational education.

Principals and superintendents do not differ appreciably in their understanding of and attitude toward vocational education.

TABLE I - PRINCIPALS

	COLUMN a*		COLUMN b**	
	Favorable Respondents		Total-Principals	
A. Sex:				
male	55	94.8	138	94.5
female	3	5.2	8	5.5
B. Having one or more children:				
number	53	91.4	134	91.8
C. Type of school district served:				
urban	5	8.6	16	11.0
suburban	17	29.3	51	34.9
rural	36	62.1	78	53.4
no response	0	0	1	.7
D. Approximate age:				
under 30	3	5.2	7	4.8
31-40	22	37.9	47	32.2
41-50	21	36.2	64	43.9
51-60	11	19.0	24	16.4
61 and over	1	1.7	4	2.7
E. Educational level completed:				
Bachelor's degree	6	10.3	13	8.9
Master's degree	46	79.3	117	80.1
Doctoral candidate	4	6.9	10	6.9
Doctor's degree	2	3.5	6	4.1
F. Have been a secondary school principal for:				
0 years	8	13.8	12	8.2
1-5 years	19	32.7	57	39.0
6-10 years	12	20.7	42	28.8
11-15 years	8	13.8	13	8.9
16-20 years	8	13.8	14	9.6
21-25 years	2	3.5	5	3.4
more than 25 years	1	1.7	0	0
no response	0	0	3	2.1
G. Have been a school superintendent for:				
0 years	28	48.3	79	54.1
1-5 years	5	8.6	6	4.1
6-10 years	2	3.5	4	2.7
11-15 years	0	0	0	0
16-20 years	0	0	0	0
21-25 years	0	0	0	0
more than 25 years	0	0	0	0
no response	23	39.7	57	39.1
H. Have lived in this school district for:				
1-5 years	21	36.2	51	34.9
6-10 years	9	15.5	31	21.2
11-15 years	11	19.0	17	11.7
16-20 years	7	12.1	15	10.3
21-25 years	0	0	11	7.5
more than 25 years	8	13.8	18	12.3
no response	2	3.5	3	2.1
I. Have had paid, non-educational experience, other than summer work:				
yes	53	91.4	131	89.7
no response	5	8.6	15	10.3
J. Have been enrolled in any V.E.program.				
yes	18	31.0	46	31.5
no	40	69.0	98	67.1
no response	0	0	2	1.4
K. Have been a V.E. administrator:				
yes	19	32.8	43	29.4
no	39	67.2	102	69.9
no response	0	0	1	.7

*N = 58
**N = 146

TABLE II- SUPERINTENDENTS

	COLUMN a*		COLUMN b**	
	Favorable Respondents		Total- Superintendents	
A. Sex:				
male	71	100.	215	100.
female	0	0	0	0
B. Having one or more children:				
number	69	97.2	208	96.3
C. Type of school district served:				
urban	2	2.8	12	5.6
suburban	18	25.4	43	19.9
rural	51	71.8	161	74.5
D. Approximate age:				
under 30	1	1.4	4	1.9
31-40	8	11.3	40	18.5
41-50	35	49.3	63	29.2
51-60	26	36.6	104	48.1
61 and over	1	1.4	5	2.3
E. Educational level completed:				
Bachelor's degress	1	1.4	3	1.4
Master's degree	39	54.9	125	57.9
Doctoral candidate	8	11.3	27	12.5
Doctor's degree	23	32.4	61	28.2
F. Have been a secondary school principal for:				
0 years	13	18.3	36	16.7
1-5 years	29	40.9	92	42.6
6-10 years	8	11.3	32	14.8
11-15 years	6	8.5	14	6.5
16-20 years	0	0	4	1.8
21-25 years	0	0	0	0
more than 25 years	0	0	0	0
no response	15	21.1	38	17.6
G. Have been a school superintendent for:				
0 years	4	5.6	14	6.5
1-5 years	33	46.5	88	40.8
6-10 years	14	19.7	45	20.8
11-15 years	5	7.0	27	12.5
16-20 years	7	9.9	26	12.0
21-25 years	3	4.2	6	2.8
more than 25 years	3	4.2	5	2.3
no response	2	2.8	5	2.3
H. Have lived in this school district for:				
1-5 years	44	62.0	128	59.2
6-10 years	15	21.1	41	19.0
11-15 years	4	5.6	16	7.4
16-20 years	2	2.8	10	4.6
21-25 years	2	2.8	9	4.2
more than 25 years	3	4.2	9	4.2
no response	1	1.4	3	1.4
I. Have had paid, non-educational experience, other than summer work:				
yes	69	97.2	193	89.4
no	2	2.8	23	10.6
J. Have been enrolled in any V.E. program:				
yes	25	35.2	75	34.7
no	46	64.8	140	64.8
no response	0	0	1	.5
K. Have been a V.E. administrator:				
yes	20	28.2	53	24.5
no	50	70.4	159	73.6
no response	1	1.4	4	1.9

*N = 71
**N = 216

TABLE III - PRINCIPALS AND SUPERINTENDENTS

	COLUMN a*		COLUMN b**	
	Favorable Respondents		Total-	
A. Sex:				
male	126	97.7	354	97.8
female	3	2.3	8	2.2
B. Having one or more children:				
number	122	94.6	342	94.5
C. Type of school district served:				
urban	7	5.4	28	7.7
suburban	35	27.2	94	26.0
rural	87	67.4	239	66.0
no response	0	0	1	.3
D. Approximate age:				
under 30	4	3.1	11	3.0
31-40	30	23.3	87	24.0
41-50	56	43.4	127	35.1
51-60	37	28.7	128	35.4
61 and over	2	1.5	9	2.5
E. Educational level completed:				
Bachelor's degree	7	5.4	16	4.4
Master's degree	85	65.9	242	66.9
Doctoral candidate	12	9.3	37	10.2
Doctor's degree	25	19.4	67	18.5
F. Have been a secondary school principal for:				
0 years	21	16.3	48	13.3
1-5 years	48	37.2	149	41.2
6-10 years	20	15.4	74	20.4
11-15 years	14	10.9	27	7.5
16-20 years	8	6.2	18	5.0
21-25 years	2	1.6	5	1.4
more than 25 years	0	0	0	0
no response	16	12.4	41	11.3
G. Have been a school superintendent for:				
0 years	32	24.8	93	25.7
1-5 years	38	29.5	94	26.0
6-10 years	16	12.4	49	13.5
11-15 years	5	3.9	27	7.5
16-20 years	7	5.4	26	7.2
21-25 years	3	2.3	6	1.7
more than 25 years	3	2.3	5	1.4
no response	25	19.4	62	17.1
H. Have lived in this school district for:				
1-5 years	65	50.4	179	49.4
6-10 years	24	18.6	72	19.9
11-15 years	15	11.6	33	9.1
16-20 years	9	7.0	25	6.9
21-25 years	2	1.6	20	5.5
more than 25 years	11	8.5	27	7.5
no response	3	2.3	6	1.7
I. Have had paid, non educational experience, other than summer work:				
yes	122	94.6	324	89.5
no	7	5.4	38	10.5
J. Have been enrolled in any V.E.program:				
yes	43	33.3	121	33.5
no	86	66.7	238	65.7
no response.	0	0	3	.8
K. Have been a V.E. administrator:				
yes	39	30.2	96	26.5
no	89	69.0	261	72.1
no response	1	.8	5	1.4

*N = 129
**N = 362

RECOMMENDATIONS

If vocational education at the secondary school level is to be expanded within the constraints of present funding and existing learner time, administrator understanding of vocational education must be increased and the attitudes of principals and superintendents must be altered to be more supportive of vocational education.

It is suggested that State and local agencies and groups assume responsibility for improving an understanding of and attitudes toward vocational education. Particular attention should be given to effecting such improvement among significant persons at the local level such as common school superintendents and principals. These people must not only understand vocational education but also must be committed to vocational education if existing training programs are to be maintained and if new programs are to be developed and implemented.

The following specific recommendations for action are offered:

1. The Office of the State Superintendent of Public Instruction should conduct workshops for local administrators including superintendents and secondary school principals.

2. The Washington State Advisory Council should conduct a workshop for local common school administrators including superintendents and secondary school principals.

3. The Washington Vocational Association should conduct a special workshop for local administrators who are not specifically charged with vocational duties. This workshop should be a part of the annual State Conference.

4. The Commission for Vocational Education and the Office of the State Superintendent of Public Instruction should cooperatively sponsor planned visitations for district superintendents and secondary school principals to quality vocational programs.

5. The Commission for Vocational Education and the Office of the State Superintendent of Public Instruction should cooperatively sponsor information teams comprised of representatives of vocational education and industry to speak to groups of local administrators.

6. The Commission for Vocational Education should sponsor the development and dissemination of a brochure which provides a basic understanding of and appreciation for vocational education.

7. The Research Coordinating Unit of the Commission for Vocational Education should sponsor a study to ascertain the reasons for the general lack of understanding of and support for vocational education among secondary school principals and common school superintendents.

APPENDICES

A. Cover letter - original mailout
B. Questionnaire
C. Initial follow-up card
D. Second follow-up communication

Renton School District 403

435 Main Avenue South, Renton, Washington 98055

July 16, 1976

The purpose of this study is to gain insight into the attitudes of superintendents and secondary school principals in Washington toward vocational education. We know that you are a very busy person; therefore, the enclosed questionnaire is designed to take a minimum of your time. In order for us to conduct a valid study, it is extremely important that your questionnaire be completed and returned to us.

To facilitate this process we have enclosed a stamped envelope addressed for return to us. Please complete the questionnaire and return it today, if possible.

Your responses will be kept confidential. Only people connected with the study will see your personal responses. The information received will be reported in groupings, never on an individual basis. Your name will never be used in connection with this study.

Thank you for your assistance!

Sincerely,

Robert C Roberts, Ed.D.

Robert C. Roberts, Ed.D.
Assistant Superintendent

RCR:lk

Enclosure

Survey Questionnaire

RENTON SCHOOL DISTRICT NO. 403
Renton, Washington 98055

PART A

UNDERSTANDING OF VOCATIONAL EDUCATION

Directions: Please answer the questions on this page and then proceed to the next page. Please answer all questions.

Please note: The number on this form is to identify the school district and its geographic location and will not be used to identify individuals.

Begin here:

1. Where is vocational education taught in the State of Washington?
(CHECK ALL RESPONSES THAT ARE APPROPRIATE)

____a. Four-year college or university
____b. Vocational technical institute
____c. Community college
____d. Proprietary school
____e. Apprenticeship program
____f. Occupational Industrialization Center (O.I.C.)
____g. Military specialty school
____h. High school (including High School Skills Center)
____i. Junior high school
____j. Elementary school

2. What is the general purpose of vocational education?
(CHECK ALL REPONSES THAT ARE APPROPRIATE)

____a. To prepare students for all occupations not requiring a baccalaureate or higher degree.
____b. To prepare students by a series of interrelated studies on the elementary, secondary, and post high school levels to make any career choice and to prepare for that career.

3. What are the specific purposes of vocational education?
(CHECK ALL RESPONSES THAT ARE APPROPRIATE)

____a. To prepare students for entry into occupations in trade and industry.
____b. To prepare students for entry into occupations in agriculture.
____c. To prepare students for entry into office occupations.
____d. To prepare students for entry into distributive occupations, such as retail and wholesale selling.
____e. To prepare students for entry into health occupations, such as nursing.
____f. To prepare students for entry into home economics related occupations, such as child-care center worker.
____g. To prepare students for entry into technical occupations, such as electronics technician.
____h. To prepare students as homemakers (food and nutrition, clothing and textiles, consumer education, child rearing and child development, and family relationships.)

4. Vocational education is designed for:
(CHECK ALL RESPONSES THAT ARE APPROPRIATE)

____a. Those students who are not college bound.
____b. Out of school youth and drop-outs.
____c. Adults in need of training or retraining and other persons with special needs for occupational preparation.
____d. All students whether college bound or not.

PART B

ATTITUDE TOWARD VOCATIONAL EDUCATION

Directions: You are to mark the response which corresponds most closely to your feelings about each item on this page and the next.

Example:

Vocational education is a snap program for too many students. SA A U X SD

SA = Strongly Agree U = Uncertain or Don't know D = Disagree
A = Agree SD = Strongly Disagree

This person disagrees with the item to some extent and has indicated this by a mark (X) through D (Disagree).

Do not spend too much time on any particular item. There are no right or wrong answers. Merely mark the abbreviation which most nearly indicates your feeling. When your feelings falls between two choices, select one only. Please answer every item.

Begin here: Cross out one

1. I believe good vocational education programs in public schools attract new industries to a community. SA A U D SD
2. A high school graduate of a vocational education program impresses me a great deal. SA A U D SD
3. In my opinion there are not enough students in vocational education at the high school level. SA A U D SD
4. Students should begin vocational programs after they graduate from high school, not before. SA A U D SD
5. Most students who take vocational education in high school in my opinion lack too many other scholastic skills. SA A U D SD
6. In my opinion vocational education in the high school is highly overrated. SA A U D SD
7. I would favor expanding vocational education programs even if available funds remain the same. SA A U D SD
8. In my community many people oppose an increase in vocational education programs as they are currently administered. SA A U D SD
9. In my opinion a graduate of a high school vocational education program is generally suited only for unskilled work. SA A U D SD
10. Most vocational education programs offered nowadays in high school are hopelessly out-of-date. SA A U D SD

PART B. ATTITUDE TOWARD VOCATION EDUCATION

Cross out one

11.	A larger portion of the high school curriculum than at present should be devoted to vocational education.	SA A U D SD
12.	High schools should encourage bright students to enter an vocational education program.	SA A U D SD
13.	For many students in high school there should be greater emphasis on earning a living through a vocational education program.	SA A U D SD
14.	Vocational education in high school does not make enough students useful members of society to justify its cost.	SA A U D SD
15.	I believe that the function of a high school is to develop vocational skills in all its students.	SA A U D SD
16.	My community alone or in conjunction with other communities should provide a wide variety of vocational programs to fit the abilities of most students not going to college.	SA A U D SD
17.	In my opinion taking vocational education hinders students from further education after high school.	SA A U D SD
18.	Vocational education programs cannot possible prepare high school students for a range of job opportunities potentially available to them.	SA A U D SD
19.	In my opinion most public schools do not provide vocational education programs early enough.	SA A U D SD
20.	I am thoroughly sold on offering vocational education in high school.	SA A U D SD
21.	I do not think vocational education in high school is as necessary for most students as are other worthwhile programs.	SA A U D SD
22.	Free vocational education after high school should be available to students currently enrolled in high school vocational programs.	SA A U D SD
23.	There should be more money set aside in the school budget for vocational education.	SA A U D SD
24.	I should like to see the values of vocational education made known to more parents than is now the case.	SA A U D SD
25.	It is more important to provide many students with a sound basic education than to use the time for vocational education.	SA A U D SD
26.	I should like to see vocational education encouraged more among high school students.	SA A U D SD
27.	The vocational education program in high school should be intended mainly for youth of limited academic talent.	SA A U D SD
28.	Most vocational education courses in my opinion lead nowhere.	SA A U D SD

Please go on to the next part of the questionnaire.

PART C

Note: The content portion of the questionnaire is ended. Now there are some general descriptive questions to help us classify the responses. They are for developing general categories and are not for the purposes of identification.

Directions: Check the appropriate response. Please answer all questions.

A. What is your sex?

_____male
_____female

B. How many children do you have?
_____(give number)

C. What type of school district do you serve?

_____urban
_____suburban
_____rural

D. What is your approximate age?
_____under 30
_____31 - 40
_____41 - 50
_____51 - 60
_____61 and over

E. What educational level have you completed?

_____Bachelor's degree
_____Master's degree
_____Doctoral candidate
_____Doctor's degree

F. I have been a secondary school principal for:

_____0 years
_____1 - 5 years
_____6 - 10 years
_____11 - 15 years
_____16 - 20 years
_____21 - 25 years
_____more than 25 years

G. I have been a school superintendent for:

_____0 years
_____1 - 5 years
_____6 - 10 years
_____11 - 15 years
_____16 - 20 years
_____21 - 25 years
_____more than 25 years

H. I have lived in this school district for:

_____1 - 5 years
_____6 - 10 years
_____11 - 15 years
_____16 - 20 years
_____21 - 25 years
_____more than 25 years

I. I have had paid, non-educational experience, other than summer work, in the following:

_____Professional
_____Technical
_____Managerial
_____Farming
_____Self employed (other than farming)
_____Craftsman or skilled worker
_____Semi-skilled worker
_____Service worker
_____Health related occupations
_____Clerical or Office
_____Sales
_____Laborer or unskilled

J. Have you ever been enrolled in any vocational education program?

_____Yes
_____No

If yes, where?
_____Vocational technical institute
_____Community college
_____Proprietary school
_____Apprenticeship program
_____Occupational Industrialization Center (O.I.C.)
_____Military specialty school
_____High school

K. Have you ever been a vocational education administrator?

_____Yes
_____No

If yes, where?
_____Vocational technical institute
_____Community college
_____Proprietary school
_____Apprenticeship program
_____Occupational Industrialization Center (O.I.C.)
_____Military specialty school
_____High school

THANK YOU FOR YOUR TIME AND HELP. If you wish to write additional comments, please feel free to do so.

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July 23, 1975

If you have returned our questionnaire concerning attitudes toward vocational education, I would like to take this opportunity to thank you for your prompt response. If, for some reason, you have not had time to complete it, please do so today. In order for us to conduct a valid study, it is extremely important that your questionnaire be completed and returned to us.

Again, if you have returned the questionnaire, please accept my sincere thanks.

Sincerely,

Robert C. Roberts
Assistant Superintendent

OE 008 752

Renton School District 403

435 Main Avenue South, Renton, Washington 98055

August 9, 1976

Three weeks ago we sent you an ATTITUDE questionnaire. As we indicated in the original letter, the information you send us will help us gain insight into the attitudes of superintendents and secondary school principals in Washington toward vocational education.

Knowing that sometimes the mail does not get through and that questionnaires get lost or misplaced, I am enclosing another form for your convenience. I know that you are very busy and may not have had an opportunity to complete it. Would you take a few minutes today to complete and return yours.

Your response will be kept confidential. Only persons connected with this study will see your personal responses. Information received from you will be reported in groupings, never on an individual basis. Thus, your name will never be used in connection with these study results.

If you have returned your questionnaire in the last few days, please disregard this letter. Undoubtedly our responses crossed in the mail.

Thank you for your assistance!

Sincerely,

Robert C Roberts, Ed.D.

Robert C. Roberts, Ed.D.
Assistant Superintendent

RCR:lk

Enc.

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